



Dr. Jennifer McCormick
Superintendent of Public Instruction

DEPARTMENT OF EDUCATION

Working Together for Student Success

8/22/2018

Dr. Lewis Ferebee
Indianapolis Public Schls: #5385
120 E Walnut St
Indianapolis, IN 46204

Dear Dr. Lewis Ferebee,

Thank you for your recent renewal application for a 1003(g) School Improvement Grant under the ESEA. Congratulations, **George H. Fisher School #93's** renewal application was accepted and SIG funds will continue for SY 2018-2019.

In accordance with your application and available funding, you are being awarded **\$382,300.00** for the 2018-2019 school year. Funds for this grant period are available from July 1, 2018 and must be expended by September 30, 2019.

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|--------------------------------|---------------------------------|
| Federal Program Title I | School Improvement Grant |
| Federal Agency | U.S. Department of Education |
| Pass Through Agency | Indiana Department of Education |
| CFDA Number | 84.377A |
| Award Name | School Improvement Grants |
| Award Number | S377A140015 |

The Title I §1003(g) School Improvement Grant award must be used to supplement the level of funds that, in the absence of the Title I monies, would be made available from non-federal sources for the education of the students at this school. Improvement funds must be tracked separately from all other Title I Grants. Local fiscal agents are to place improvement funds in a Title I account assigned for school improvement (this funding number must not be the same number as is used for the Title I Basic grant award). Because these are school improvement funds, districts may not combine funds into one account, and the amount awarded to each school must be spent on improvement initiatives at that particular school.

We look forward to continuing our work with your team this school year. Please feel free to contact Dwayne Marshall at dmarshall2@doe.in.gov if you have any questions.

Sincerely,

Nathan Williamson
Director of Title Grants and Support
Indiana Department of Education

cc: Title I Program Administrator
SIG Coordinator
Principal



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Title I -1003(g) School Improvement Grant Renewal Application SY 2018-2019
Cohorts 6 - 8- Transformation Model

Part 1: Grantee Information

Instructions: Complete school and district information below.

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|-------------------------------------|---|-----|--------------|---------------------------|
| School Corporation/ Eligible Entity | Indianapolis Public Schools | | Corp # | 5385 |
| School | Phalen Leadership Academy at School #93 | | School # | 5593 |
| Superintendent Name | Dr. Lewis Ferebee | | Email | ferebeel@myips.org |
| Title I Administrator Name | Bridgette Robinson | | Email | robinsby@myips.org |
| Principal | Nicole Fama | | Email | nfama@phalenacademies.org |
| Telephone | 317-226-4293 | Fax | 317-226-3663 | |
| SY 2018-2019 Allocation | \$382,300 | | | |



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Part 2: Grant Award Information

Grant Award Timeline:

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| Renewal Application Release | Release application and guidance to LEAs | June 7, 2018 |
| Application Due | Renewal application must be submitted to IDOE | July 7, 2018 |
| Application Review | Renewal applications reviewed by IDOE | July 7 – August 7, 2018 |
| Notification and Funds Available | Renewal awards will be finalized and funds will be available <i>*any school who is asked to resubmit any piece of their application will not have access to funds until final approval is given</i> | August 7, 2018 |
| SY 17-18 Artifact Due | Outcome Artifact from SY 17-18 will be emailed to 1003g@doe.in.gov | June 30, 2018 |

Grant Award Resources:

- USED SIG information: <http://www2.ed.gov/programs/sif/legislation.html#guidance>
- Indiana SIG Award Information: www.doe.in.gov/sig

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| Federal Program Title: | School Improvement Grant |
| Federal Agency: | U.S. Department of Education |
| Pass Through Agency: | Indiana Department of Education |
| CFDA Number: | 84.377A |
| Award Name: | School Improvement Grants |
| Grant Award Number: | S377A00180015A |



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| Staff Members Consulted and Part of the Renewal Application Process | |
|---|-----------------------------|
| Name | Title |
| Nicole Fama | Principal, School #93 |
| Matthew Rimer | Vice Principal, School |
| Jeff Hendricks | Assistant Principal, School |
| Gwendolyn Hardiman | Chief of Staff/Dean, School |
| Amanda Taylor | Teacher |
| Allison Ares | Lead Technology Instructor |
| Kathy Canon | Instructional Coach |
| Megan Smith | Teacher |
| Mark Cassoday | Teacher |
| Brittany Connett | Teacher |

Instructions: Please complete the table below regarding who was involved with the grant process.

Part 3: LEA and School Assurances

Instructions: Certain terms and conditions are required for receiving funds under the School Improvement 1003g Grant and through the Indiana Department of Education (IDOE). Therefore, by signing the following assurances, the grantee agrees to comply with all applicable federal, state, and local laws, ordinances, rules and regulations, provisions and public policies required and all assurances in the performance of this grant as stated below.

The LEA/Eligible Entity must provide the following assurances in its application. The LEA/Eligible Entity must be able to provide, upon request, evidence of compliance with each assurance.

- Use its School Improvement Grant to implement fully and effectively an intervention in each Priority school that the LEA commits to serve consistent with the final requirements
- Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators and key school categories. Monitor each Priority school that an LEA serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable Priority schools that receive school improvement funds
- If an LEA implements a restart model in a Priority school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements (only need to check if school is choosing RESTART model)
- Monitor and evaluate the actions a school has taken, as outlined in the approved SIG application, to recruit, select and provide oversight to external providers to ensure their quality
- Ensure that each Priority school that an LEA commits to serve receives all of the State and local funds it would receive in the absence of the school improvement funds and that those resources are aligned with the interventions
- Monitor and evaluate the actions schools have taken, as outlined in the approved SIG application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools on how they can sustain progress in the absence of SIG funding
- Collaboration with the Teacher's Union, include letters from the teachers' union with each school application indicating its agreement to fully participate in all components of the school improvement model selected (n/a for charter schools)
- Report to the SEA the school-level data required under leading indicators for the final requirements
- The LEA and School have consulted with all stakeholders regarding the LEA's intent to implement a new school improvement model.
- This application has been completed by a team consisting of a minimum of: one LEA central office staff, the building principal, at least two building staff members.
- Establish and maintain fiscal control and fund accounting procedures, as set forth in 34 CFR Part 7 and in applicable federal and state laws and regulations.
- The Title I School Improvement funds will be used only to supplement and not supplant federal, state and local funds a school would otherwise receive.

- Prior written approval must be received from the Indiana Department of Education before implementing any project changes with respect to the purposes for which the proposed funds are awarded.
- Retain all records of the financial transactions and accounts relating to the proposed project for a period of three years after termination of the grant agreement and shall make such records available for inspection and audit as necessary.
- Provide ongoing technical assistance to schools identified for Title I School Improvement as they develop or revise their school improvement plan, and throughout the implementation of that plan.
- Coordinate the technical assistance that is provided to schools in Title I School Improvement. Assistance to schools may be provided by district staff or external consultants with experience and expertise in helping schools improve academic achievement.
- Expenditures contained in this Title I School Improvement Application accurately reflect the school improvement plan(s).
- Assist the school in analyzing results from the state assessment system and other relevant examples of student work. Technical assistance will be provided to school staff to enable them to use data to identify and solve problems in curriculum and instruction, to strengthen parental involvement and professional development, and to fulfill other responsibilities that are defined in the school improvement plan.
- The district will help the school choose and sustain effective instructional strategies and methods and ensure that the school staff receives high quality professional development relevant to the implementation of instructional strategies. The chosen strategies must be grounded in scientifically based research and address the specific instruction or other issues, such as attendance or graduation rate, that caused the school to be identified for school improvement.
- The Indiana Department of Education may, as they deem necessary, supervise, evaluate, and provide guidance and direction to the district and school in the management of the activities performed under this plan.
- The schools and district shall adhere to Indiana Department of Education reporting and evaluation requirements in a timely and accurate manner.

By signing below, the LEA agrees to all assurances above and certifies the following:

- The information in this application is, to the best of my knowledge, true. The agency named here has authorized me, as its representative, to file this application and all amendments, and as such action is recorded in the minutes of the agency's meeting date.
- I have reviewed the assurances and the LEA understands and will comply with all applicable assurances for federal funds.
- I will participate in all Title I data reporting, monitoring, and evaluation activities as requested or required by the United States Department of Education, the Indiana Department of Education (IDOE), and Indiana Code, including on-site and desktop monitoring conducted by the IDOE, required audits by the state board of accounts, annual reports, and final expenditure reporting for the use of sub grant funds.




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- By submitting this application the LEA certifies that neither it nor its principals nor any of its subcontractors are presently debarred, suspended, proposed for debarment, declared ineligible or voluntarily excluded by any federal agency or by any department, agency or political subdivision of the State of Indiana. The term “principal” for purposes of this application means an officer, director, owner, partner, key employee or other person with primary management or supervisory responsibilities, or a person who has a critical influence on or substantive control over the operations of the LEA.

The LEA has verified the state and federal suspension and debarment status for all subcontractors receiving funds under the fund associated with this application and shall be solely responsible for any recoupment, penalties or costs that might arise from use of a suspended or debarred subcontractor. The LEA shall immediately notify the State if any subcontractor becomes debarred or suspended, and shall, at the State’s request, take all steps required by the State to terminate its contractual relationship with the subcontractor for work to be performed and supported by funding from the application.

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| Superintendent Signature: | | Date: | Click here to enter a date. |
| Title I Administrator Signature: | | Date: | Click here to enter a date. |
| Principal Signature |  | Date: | 6/21/2018 |

Part 4: Achievement and Leading Indicators SY 17-18

| SIG Achievement and Leading Indicators | | | | | | | | | | | |
|---|-------------------------------|--------------|--------|--------------|--------|--------------|--------|--------------|--------|--------------|--------|
| Achievement Indicators | Baseline SY 2014 - 2015 | SY 2015-2016 | | SY 2016-2017 | | SY 2017-2018 | | SY 2018-2019 | | SY 2019-2020 | |
| | | GOAL | ACTUAL | GOAL | ACTUAL | GOAL | ACTUAL | GOAL | ACTUAL | GOAL | ACTUAL |
| Percent of students proficient on ISTEP (Both ELA and Math) (3-8) | 19% | 30% | 30% | 33% | 38% | 36% | TBD | 39% | TBD | 42% | TBD |
| Percent of students proficient on ISTEP (ELA) (3-8) | 31% | 40% | 45% | 43% | 51% | 46% | TBD | 49% | TBD | 52% | TBD |
| Percent of students proficient on ISTEP (Math) (3-8) | 34% | 45% | 46% | 48% | 56% | 51% | TBD | 54% | TBD | 59% | TBD |
| Percent of students proficient on IREAD (Spring Test Only) (3)- Elementary only | 64% | 70% | 66% | 73% | 87% | 76% | TBD | 79% | TBD | 81% | TBD |
| Leading Indicators | Baseline SY 2014 - 2015 | SY 2015-2016 | | SY 2016-2017 | | SY 2017-2018 | | SY 2018-2019 | | SY 2019-2020 | |
| | | GOAL | ACTUAL | GOAL | ACTUAL | GOAL | ACTUAL | GOAL | ACTUAL | GOAL | ACTUAL |
| 1. Number of minutes in the School Yr. students are required to attend school | 67,500 | 67,500 | 67,500 | 67,500 | 71,100 | 71,100 | 71,100 | 71,100 | TBD | 71,100 | TBD |
| 2. Number of daily minutes of math instruction | 85 | 85 | 85 | 85 | 95 | 95 | 95 | 95 | TBD | 95 | TBD |
| 3. Number of daily minutes of ELA instruction | 125 | 125 | 135 | 135 | 135 | 135 | 135 | 135 | TBD | 135 | TBD |
| 4. Student attendance rate (must be % between 0 and 100) | 96% | 96% | 96% | 97% | 96% | 97% | 95% | 97% | TBD | 98% | TBD |



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| Leading Indicators | Baseline SY 2014 - 2015 | SY 2015-2016 | | SY 2016-2017 | | SY 2017-2018 | | SY 2018-2019 | | SY 2019-2020 | |
|---|-------------------------------|--|--|--|---|---|---------------------------------------|---------------------------------------|--------|---------------------------------------|--------|
| | | GOAL | ACTUAL | GOAL | ACTUAL | GOAL | ACTUAL | GOAL | ACTUAL | GOAL | ACTUAL |
| 5. Truants – number of (unduplicated) students who have received truancy letters or action, enter as a whole number | N/A | 50 | 50 | 45 | 40 | 30 | 25 | 25 | TBD | 20 | TBD |
| 6. Expanded Learning Time (total number of hours offered) | N/A | 76 hrs | 76 hrs | 76 hrs | 76 hrs | 76 hrs | TBD | 76 hrs | TBD | 76 hrs | TBD |
| 7. Number of discipline referrals | N/A | 2900 | 2791 | 2500 | 2061 | 2050 | IPS will process this data | 1800 | TBD | 1700 | TBD |
| 8. Discipline incidents – number of suspensions and/or expulsion | N/A | N/A | N/A | 40 | 262 | SUS--242 EXP--0 | N/A | SUS--222 EXP--0 | TBD | SUS--202 EXP--0 | TBD |
| 9. Distribution of teacher performance level on LEA's teacher evaluation system | N/A | IN--N/A IMP--3 EFF--13 HEFF--10 | IN--N/A IMP--3 EFF--13 HEFF--10 | IN--N/A IMP--3 EFF--12 HEFF--11 | IN-- 0 IMP-- 0 EFF--5 HEFF--19 | IN-- 0 IMP-- 0 EFF--6 HEFF--18 | IN--0 IMP--0 EFF--5 HEFF--19 | IN--0 IMP--0 EFF--4 HEFF--20 | TBD | IN--0 IMP--0 EFF--4 HEFF--20 | TBD |
| 10. Teacher attendance rate (must be a % between 0 and 100) | N/A | 95% | 98% | 98% | 98% | 98% | 95% | 99% | TBD | 99% | TBD |
| 11. Teacher retention rate (must be a % between 0 and 100) | N/A | 90% | 90% | 90% | 90% | 91% | 100% | 91% | TBD | 92% | TBD |

***Baseline SY:** Please enter data from the school year prior to your first full year of implementation. Proceed to enter data from subsequent years following your baseline year to present. *I.e. If SY 16-17 was your first full year of implementation, please enter SY15-16 data in the Baseline column. Proceed to enter data for years SY 16–17 to present.*

Part 5: Analysis and Outcomes

Instructions: SIOT Activity: (Strengths, Improvements, Opportunities, and Threats)

- List school's primary strengths and weaknesses from SY 17-18—forces or barriers working for and against SIG implementation or school's mission
- List school's key opportunities and threats from SY 17-18—political, economic, social, technological, demographic, or legal trends that are or may impact school's ability to achieve SIG implementation or school's mission.
- What are the projected outcomes for SY 18-19 after completing the SIOT Analysis? Are there any opportunities we can take advantage of because of a strength? Are there any threats compounded by a weakness?

| SIOT Analysis | |
|--|---|
| Strengths: <ul style="list-style-type: none"> • Data-driven, rigorous instruction • Progress feedback cycles that reward student progress • Collaborative peer mentoring from teacher to teacher • Implementation of a structured behavioral management system through constant recognition of positive behaviors and clear consequences for misbehaviors | Areas of Improvement: <ul style="list-style-type: none"> • Further strengthening the quality of reading instruction • Improving the administration process of weekly assessments, quickly and efficiently providing teachers with most recent data, and integrating data into instructional planning • Providing supplementary social, emotional, and behavioral support for scholars who need additional support |
| Opportunities: <ul style="list-style-type: none"> • PLA University provides self-paced, online professional development to staff, organized by key modules • Improve scholar proficiency in math and ELA by implementing targeted and tiered interventions | Threats: <ul style="list-style-type: none"> • Challenges in the community continue to put pressure on social-emotional development while supporting academic achievement • Ensuring students develop a growth mindset while providing access to complementary opportunities that are increasingly rigorous and continuously challenge their abilities |

Projected Outcomes for SY 18-19

- 3-5% growth in proficiency on the state test
- 1-1.25 years of grade equivalent gain on STAR Reading and Math

Part 6: SIG Implementation SY 2018-2019

Instructions: IDOE has aligned the renewal application with Transformation principles and required/recommended interventions in column one below as Focus Areas. Please complete the entire table and align your SY18-19 action steps.

| <u>Focus Areas</u> | <u>Action Steps and Person(s) Responsible</u> | <u>Timeline</u> | <u>Budgeted Items</u> | <u>Measurable Outcomes</u> |
|---|--|-------------------------------------|---|---|
| Develop School Leadership Effectiveness | Principal continues to lead transformation efforts to increase student achievement, support the priority plan, and facilitate all collaboration efforts, working to embed cultural changes within existing structures (LEA) | Multiple Phases (Multiple Quarters) | General fund | The performance of the Principal in leading a positive culture and student growth will be tracked through a formal annual review. |
| | Review Principal effectiveness in leading transformation efforts according to monitoring plan (Innovation Officer) | Phase One (First Quarter) | Part of Principal Salary | The performance of the Principal in leading a positive culture and student growth will be tracked through a formal annual review. |
| | Report submitted to IDOE providing evidence of Principal ability to successfully lead transformation according to monitoring plan and Principal evaluation rubric (Principal) | Phase One (First Quarter) | Part of Principal Salary | Report submitted to IDOE. |
| | School leadership team meets at least monthly to provide planning, oversight of transformational change associated with the school's action plan; build teacher and school leader capacity for implementation; and refine the goals, roles, and responsibilities of the team. School leadership team includes additional leadership staff, i.e. Dean of Scholars (Principal) | Multiple Phases (Multiple Quarters) | General fund Dean of Scholars salary Other support services | The activities of the Leadership Team will be tracked in meeting notes. |
| | Mentor (PLA Academic Dean) meets at least monthly with Principal to share best practices for leading school improvement according to the transformation model (Principal, Director of Teacher and Leader Development) | Multiple Phases (Multiple Quarters) | No budget impact | The impact of mentoring will be summarized in Principal reports to/meeting with the LEA. |
| Develop Teacher Effectiveness | Leverage PLA network and recruitment expertise to recruit a diverse and highly qualified educators for each position to replace outgoing teachers using through a systematic campaign using partner diversity talent channels, social media, media spots, and our network of nonprofit and university partners. Select prospective | Multiple Phases (Multiple Quarters) | Recruitment Manager Salary | Hiring of educators will be tracked through creation of hiring timelines and the securing of employment contracts. Goal is for the majority of educators to be effective or highly effective. |

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| | teachers through a highly rigorous, seven step process including a phone screen, writing sample, leadership test, and in person interview (Recruitment Manager, Principal) | | | |
| | New teacher evaluation system fully implemented and used to evaluate Principal and teachers. Correlate academic and disciplinary data in evaluations. (Principal) | Phase Two (Second Quarter) | Part of Principal salary | Formalized teacher evaluation rubric adopted. Goal is for the majority of educators to be effective or highly effective |
| | Pre-service training for new teachers on evaluation system (Director of Training) | Phase One (First Quarter) | Director of Training Salary | Educator completion of training will be tracked using training completion logs and tracking systems embedded in online modules. Goal is for the majority of educators to be effective or highly effective. |
| | Removal of teachers with ineffective ratings (Principal) | Phase Four (Fourth Quarter) | Part of Principal Salary | Teacher retention and removal records. |
| | Implement system for providing high performing teachers with additional rewards or grants. Includes: Interested and high performing instructors may also apply for grants to secure classroom resources with the support of PLA Development Director; opportunities for high performing staff to participate in 45 additional hours of free professional development that can be used towards certification renewal and paid teaching position during the summer. (Principal, Director of Development, Director of Teacher and Leader Development) | Multiple Phases (Multiple Quarters) | Other support Services and philanthropy | Teacher awards will be tracked through the creation of new employment contracts for summer training and teacher attendance and data systems. Goal is for the majority of educators to be effective or highly effective, and to retain a high percentage of those teachers. |
| | Promote, support, and retain highly effective instructional staff through methods that include: recognize school leaders, teachers, and staff who are leading transformation effectively on a monthly basis; service on the leadership or culture/ safety/curriculum committees; promotion to a teacher leader or Data and Learning Coach position; opportunities to provide professional development to peers through the PLA training department; and/or able to be referred to | Multiple Phases (Multiple Quarters) | Part of Principal Salary Other support services | Teacher retention and promotion will be tracked through the creation of new employment contracts and teacher attendance and data systems. Goal is for the majority of educators to be effective or highly effective, and to retain a high percentage of those teachers. |

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| | opportunities to achieve a MBA or other school administration credential at local universities (Principal, Director of Teacher and Leader Development) | | | |
| | Implement process for staff recommitment to extended day, which may include: meetings, focus groups, and Surveys (Principal) | Phase One (First Quarter) | General fund | Innovation Network School contract; teacher recommitment process codified. |
| | Implement comprehensive preservice orientation and training for all staff members. Training includes 30 hours of intensive, classroom-based workshops and 20 hours of asynchronous, web-based modules covering critical skills such as data-driven instruction, classroom management, partnering with parents, and more delivered by recognized PLA trainers and RESTORE experts. Director of Training develops content for training workshops and modules (Principal, Director of Training) | Phase One (First Quarter) | Training stipends Director of Training Salary | Educator completion of training will be tracked using training completion logs and tracking systems embedded in online modules. Goal is for the majority of educators to be effective or highly effective. |
| | Ongoing teacher professional development 10 days throughout the year for all teachers covering classroom based instruction, covering topics relating to instructional quality in both group and individual settings. Added professional development capacity providing more structure, more refined, and more rigorous content for training. Teachers receive daily informal coaching and modeling from highly effective peers. (Principal) | Multiple Phases (Multiple Quarters) | Part of Principal, Teacher salaries | Educator completion of training will be tracked using training completion logs and tracking systems embedded in online modules. Goal is for the majority of educators to be effective or highly effective. |
| | On a bi-weekly basis, teachers participate in intensive sessions that drill down on critical skills such as data-driven instruction, classroom management, and more. Added professional development capacity providing more structure, more refined, and more rigorous content for training. (14 total hours) (Principal) | Multiple Phases (Multiple Quarters) | Training stipends | Educator completion of training will be tracked using training completion logs and tracking systems embedded in online modules. Goal is for the majority of educators to be effective or highly effective. |
| Implement Comprehensive Instructional Reform Strategies | Implement research-based, vertically and IAS aligned reading, math, and science curricula. Harcourt Journeys (literacy), Saxon Math (math), and Indiana Science Initiative/FOSS Science (science). Teachers utilize | Multiple Phases (Multiple Quarters) | General fund Adaptive learning | Teacher implementation of curricula evaluated during Principal observations using standardized rubric. School-wide effectiveness of curricula tracked through Leadership Team |

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| | adaptive learning software and laptop computers in small-group learning (Harcourt Journeys Online Software) (Principal, Leadership Team, PLA Curricula Advisors) | | hardware | review and meeting minutes and PLA Board meeting minutes. Goal is to ensure stronger student proficiency and growth. |
| | School leadership team conducts five formal observations of each teacher using a standardized rubric; school leaders conduct weekly observations of each teacher (Leadership Team) | Multiple Phases (Multiple Quarters) | Part of school leader contracts | Teacher implementation of curricula evaluated during Principal observations using standardized rubric. School-wide effectiveness of curricula tracked through Leadership Team review and meeting minutes and PLA Board meeting minutes. Goal is for the majority of educators to be effective or highly effective. |
| | Data and Learning Coach, focused on both math and reading, provides daily assistance to educators to more effectively use data to target and differentiate instruction to meet specific student needs based on formative and benchmark findings (Data and Learning Coach) | Multiple Phases (Multiple Quarters) | Data and Learning Coach Salary | Performance of Coach will be evaluated using customized evaluation system, as well as educator performance evaluation ratings. Goal is to ensure stronger student proficiency and growth. |
| | Students receive 10 additional minutes of math and 50 additional minutes of ELA learning daily comprised of whole group, small group, and one-to-one instruction using online learning software and laptop computers (Principal, Teachers) | Multiple Phases (Multiple Quarters) | Adaptive learning hardware | Daily schedules codified. Goal is to ensure stronger student proficiency and growth. |
| | Report card disaggregation presented to IDOE (Principal, Leadership Team) | Multiple Phases (Multiple Quarters) | Part of Principal, School Leader contracts | Disaggregated accountability data tracked through data dashboard, presented to IDOE during monitoring visits. |
| | Implement LEA developed data dashboard system supplemented by school and PLA data systems for tracking school- and student-level data. Student data dashboard is reviewed on a daily, weekly, and monthly basis to target instruction towards key performance metrics in each subject. Teachers collect student data and analyze data points from weekly assessments on a weekly basis. (Principal, Teachers, Director of Data and Accountability) | Multiple Phases (Multiple Quarters) | Part of Principal and Teacher contracts | Data analyzed twice yearly during Leadership Team meetings, tracked in Leadership Team meeting minutes. Data from formative assessments tracked in reports to LEA, PLA. |

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| | Teachers receive training on formative assessment implementation (weekly assessments, VIMME Math, DIBELS, STAR) during pre-service orientation. (Principal, Director of Training) | Phase One (First Quarter) | Director of Training Salary | Educator completion of training will be tracked using training completion logs and tracking systems embedded in online modules. Goal is for the majority of educators to be effective or highly effective. |
| | Principal conducts weekly observations of all classrooms, included in which is time spent providing feedback and guidance on implementing formative assessments and utilizing results. (Principal) | Multiple Phases (Multiple Quarters) | Part of Principal contract | Teacher implementation of curricular alignment to state standards evaluated during Principal observations using standardized rubric. School-wide alignment of curricula to state standards evaluated and tracked during Leadership Team meeting minutes. Goal is for the majority of educators to be effective or highly effective. |
| | School leaders conduct weekly observations of each teacher to verify curricular alignment. (Leadership Team) | Multiple Phases (Multiple Quarters) | Part of School Leader salaries | Teacher implementation of curricular alignment to state standards evaluated during Principal observations using standardized rubric. School-wide alignment of curricula to state standards evaluated and tracked during Leadership Team meeting minutes. |
| | Implement ISTEP, IREAD-3 state exams and formative assessments; internally-designed and standards-aligned weekly assessments in ELA and math; and nationally-normed interim assessments DIBELS and STAR. Student data collected and reviewed on a daily, weekly, and monthly basis to target instruction towards key performance metrics in each subject (Principal, Director of Data and Accountability, Teachers) | Multiple Phases (Multiple Quarters) | Data and Evaluation Services | Data analyzed twice yearly during Leadership Team meetings, tracked in Leadership Team meeting minutes. Data from formative assessments tracked in progress reports and reports to LEA, PLA. |
| | Teachers review academic goals and students' progress against those goals based on performance on interim and weekly formative assessments with each student (Teachers) | Multiple Phases (Multiple Quarters) | Part of Teacher contracts | Data analyzed twice yearly during Leadership Team meetings. Data from formative assessments tracked in progress reports and reports to LEA, PLA. |
| | Continue to implement three-tiered RTI system. Tier 1: All students receive high-quality instruction and periodic universal screening; through screening/test results, students "at risk" receive supplemental instruction and close progress monitoring. Tier 2: Students not making | Multiple Phases (Multiple Quarters) | Part of Teacher, Principal contracts | Teacher implementation of RTI evaluated during Principal observations using standardized rubric. Data analyzed twice yearly during Leadership Team meetings. Data from formative assessments tracked in progress |

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| | adequate progress in Tier receive intensive, supplemental, small group/ blended, scientifically-based instruction. Tier 3 support consists of Tier 1 balanced daily instruction, plus individualized classroom interventions, as well as weekly progress monitoring (Principal, Teachers) | | | reports and reports to LEA, PLA. Goal is to ensure stronger student proficiency and growth. |
| | Dean of Scholars oversees implementation of school-wide discipline policies and behavior management system including fair and consistent rules and aligned incentives. Facilitates socioemotional development of scholars, providing counseling, behavior management, and coordinating wraparound services (Dean of Scholars) | Multiple Phases (Multiple Quarters) | Dean of Scholars Salary | Scholar behavior data will be tracked in LiveSchool system. School climate will be evaluated by Principal during structured (using a standardized rubric) and daily non-structured observations. Goal is to ensure stronger student social-emotional development. |
| | Provide pre-service training for staff on discipline and behavior management system during comprehensive retreat and 20 hours of online e-learning Modules (Leadership Team, Director of Training) | Phase One (First Quarter) | Director of Training Salary | Educator completion of training will be tracked using training completion logs and tracking systems embedded in online modules. Goal is for the majority of educators to be effective or highly effective. |
| | Staff and parent engagement community partner STAND for Children plan monthly family events, workshops, and conduct regular outreach to boost attendance and support students (Dean of Scholars) | Multiple Phases (Multiple Quarters) | Dean of Scholars Salary | Parent event attendance will be tracked using event attendance logs. Impact on parents will be tracked in annual surveys. |
| | Licensed behavior specialist/ interventionist conducts behavior assessments; provides support and intensive interventions for traumatic stress and healthy emotional Development (Principal, Recruitment Manager) | Multiple Phases (Multiple Quarters) | Behavior Specialist Salary Recruitment Manager Salary | Attendance and behavior records tracked in data dashboard, reports to LEA, PLA. |
| Increase Learning Time | Increase core content learning time by 55 minutes daily compared to baseline 14-15 year, from 175 minutes daily to 230 minutes daily. Increase achieved by extending the school day by 20 minutes (60 total hours annually) and by rescheduling core content learning time to add 45 minutes in ELA and 10 minutes in math | Multiple Phases (Multiple Quarters) | Extended instructional time stipends for teachers | Performance of students as a result of participation in partner led activities will be monitored through school-year and summer formative, interim, and summative assessments. Data will be analyzed by Leadership Team at least twice yearly to |

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| | Daily (Principal) | | | determine performance of provider. |
| | For one month prior to standardized testing, extend school day by one hour twice per week to provide time for small group, individualized intervention in ELA and math from certified teachers (total increase of 16 hours annually) (Principal) | Phase Three (Third Quarter) | Extended instructional time stipends for teachers | Daily schedules and teacher contracts indicate increased time. Goal is to ensure stronger student proficiency and growth. |
| | Students provided the opportunity to receive additional 30 minutes of tutoring during Morning Work periods before school, provided by certified teachers (Teachers) | Multiple Phases (Multiple Quarters) | Part of teacher contracts | Performance of students as a result of participation in partner led activities will be monitored through school-year and summer formative, interim, and summative assessments. Data will be analyzed by Leadership Team at least twice yearly to determine performance of provider. Goal is to ensure stronger student proficiency and growth. |
| | Students provided the opportunity to receive academic assistance from trained tutors in core content areas after school five days per week, for two hours per day, through local partnerships and school-based staff (adding approximately 72 hours over baseline) (Principal) | Multiple Phases (Multiple Quarters) | Part of partner contracts | Performance of students as a result of participation in partner led activities will be monitored through school-year and summer formative, interim, and summative assessments. Data will be analyzed by Leadership Team at least twice yearly to determine performance of provider. Goal is to ensure stronger student proficiency and growth. |
| | Students will be provided with the opportunity to participate in additional research-based core content instruction during the summer for a total of 20 days, for three hours per day, for a total of 180 additional minutes of instructional time per day/60 additional hours of instructional time per summer. Students will be provided opportunities for an additional two hours per day of enrichment activities for a total of 40 additional hours of enrichment (i.e., art, music, sports, engineering, foreign language). Students performing below grade | Phase Five (Summer Session) | Philanthropy | Performance of students as a result of participation in partner led activities will be monitored through school-year and summer formative, interim, and summative assessments. Data will be analyzed by Leadership Team at least twice yearly to determine performance of provider. Goal is to ensure stronger student proficiency and growth. |

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| | level will be strongly encouraged to participate (Principal) | | | |
| | Student data reviewed on a daily, weekly, and monthly basis to target instruction towards key performance metrics in each subject, including data obtained from before-school and afterschool activities (Principal, Director of Data and Accountability) | Multiple Phases (Multiple Quarters) | Part of Principal contracts | Data analyzed twice yearly during Leadership Team meetings, tracked in Leadership Team meeting minutes. Data from formative assessments tracked in reports to LEA, PLA. |
| | Formative evaluation of STAR Reading and Math pre- and post-tests administered during the summer to measure summer achievement growth and impact on year-round performance (Principal, Director of Data and Accountability) | Phase Five (Summer Session) | General fund | Performance of students as a result of participation in partner led activities will be monitored through school-year and summer formative, interim, and summative assessments. Data will be analyzed by Leadership Team at least twice yearly to determine performance of provider. |
| | Formalized plan outlining staffing, transportation, academic subjects covered, partnership details submitted before implementation year (Leadership Team, Innovation Officer) | Phase One (First Quarter) | Part of Principal Contract | Formalized plan submitted. |
| Create Community-Oriented Schools | Train teachers to effectively partner with parents delivered through 50 hours of preservice and 74 hours of in-service PD (Principal, Director of Training) | Multiple Phases (Multiple Quarters) | Director of Training Salary Professional Development Services Training stipends | Educator completion of training will be tracked using training completion logs and tracking systems embedded in online modules. |
| | Partner with STAND for Children who provides parent engagement specialists to who to assist in planning monthly family events, workshops, and regular outreach to parents (Principal) | Multiple Phases (Multiple Quarters) | Provided in-kind by partners | Parent event attendance will be tracked using event attendance logs. Impact on parents will be tracked in annual surveys. |
| | Engage local community-based agencies to connect students and families to key services in the areas of health, family financial success, and more (e.g., Chase Bank, Gallahue Mental Health) (Principal) | Multiple Phases (Multiple Quarters) | Partnership contracts | Securing of new partnership will be tracked by community based organization partnership agreements. |

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| | Provide weekly behavior, effort, and progress report cards to parents indicating students' performance. Host at least two Parents in Touch day annually to provide formal updates to parents on student progress (Principal, Dean of Scholars) | Multiple Phases (Multiple Quarters) | Part of Principal, Teacher Contracts Dean of Scholars Salary | Report cards distributed; Parents in Touch Day attendance records. |
| Provide Operational Flexibility | School #93 under Board policies of Indianapolis Public Schools, will have the flexibility and autonomy to fully and effectively implement the transformational model as defined in this application, including control over people/ hiring/placement, school schedule/time, the instructional program, and dollars/budget (Innovation Officer) | Multiple Phases (Multiple Quarters) | Part of IPS general fund | Flexibility and autonomy to implement transformation model specified in Innovation School Contract for Francis Scott Key School #103. |
| | School operates under Innovation Network School division within LEA, a school-improvement focused division of schools (Innovation Officer) | Multiple Phases (Multiple Quarters) | Part of IPS general fund | Flexibility and autonomy to implement transformation model specified in Innovation School Contract. |
| Sustain Support | LEA will support all elements of the SIG planning process for School #93. LEA will support the analysis of school need. Superintendent provides high-level monitoring and guidance of the planning process. Innovation Officer oversees monitoring and Implementation (Innovation Officer, Superintendent) | Multiple Phases (Multiple Quarters) | IPS general fund and administrative costs | Codified monitoring plan will be created to track key performance benchmarks. |
| | The LEA-designated staff member, the district's Innovation Officer, will continue to be a key part of the SIG planning process (Innovation Officer) | Multiple Phases (Multiple Quarters) | IPS general fund and administrative costs | Codified monitoring plan will be created to track key performance benchmarks. |
| | PLA@93 is an Innovation Network School operating pursuant to Ind. Code 20-25.5 et seq. and via a contractual agreement with Indianapolis Public Schools. Pursuant to Ind. Code 20-25.5-4-4 PLA has full operational autonomy. Currently, School #93 is not subject to a collective bargaining agreement. Office of | Multiple Phases (Multiple Quarters) | IPS general fund and administrative costs | Innovation Network School contract. |

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| | the IDOE Counsel confirmed that we should follow the same requirements as a charter school for purposes of this application and that no letter of Union support is necessary (Innovation Officer) | | | |
| | LEA reviews data on a monthly basis to evaluate progress towards SIG goals. Implement the use of performance dashboard based on goals (ISTEP+ data), as well as IREAD-3 data, interim assessment data, indication of behavioral outcomes, and parental participation. Director of Data and Accountability assists in providing information (LEA, Innovation Officer, Director of Data and Accountability) | Multiple Phases (Multiple Quarters) | IPS general fund and administrative costs Data and accountability services | Codified monitoring plan will be created to track key performance benchmarks. |
| | IPS provides all SPED services, including referrals, evaluations, eligibility, placement, compliance, and development of IEPs. Monitors implementation on a monthly basis (Innovation Officer) | Multiple Phases (Multiple Quarters) | IPS general fund and administrative costs | Codified monitoring plan will be created to track key performance benchmarks for SPED services. |
| | LEA implements fiscal oversight plan, including monthly review of finances. Director of Finance for PLA assists in providing information (Innovation Officer) | Multiple Phases (Multiple Quarters) | IPS general fund and administrative costs | Codified monitoring plan will be created to track key performance benchmarks for SPED services. |
| | System in place to evaluate the implementation of the transformation model on a regular basis and pinpoint where assistance may be needed through regular visits and technical assistance calls, conversations with school staff members, and focus groups (Innovation Officer, Superintendent, Principal) | Multiple Phases (Multiples Quarters) | IPS general fund and administrative costs | Impact of technical assistance captured in Leadership Team meeting minutes. |
| | LEA designates funds for frequent assessment and progress monitoring (Part of IPS contract) | Multiple Phases (Multiple Quarters) | Superintendent | Fiscal performance tracked through LEA and PLA financial monitoring documents. |

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| | Principal presents results of Transformation model implementation and school improvement twice annually (Principal, Innovation Officer) | Multiple Phases (Multiple Quarters) | Part of Principal contracts | Presentations and IPS board meeting minutes. |
| | LEA has contracted with Phalen Leadership Academies in 2014-2015 as a lead partner in order to support the school and the transformation model in areas of recruitment, training, data evaluation and accountability, finance, fundraising (Directors of Recruitment, Training, Evaluation and Accountability, Finance, and Development) | Multiple Phases (Multiple Quarters) | Other support services | PLA contract created. |

Part 7: Outcome Artifact

Instructions: Schools will be required to produce a tangible “outcome” piece to be shared with IDOE and to be published on the IDOE website as resources for other schools. This “outcome” piece will serve as the culminating piece of the yearly grant, as well as a piece of monitoring. Possible “Outcome Artifacts could include: mini-lesson video, recording of students working on an activity, WebEx, How-To One-Pager, Blog, Podcast. Outcome Artifacts” should be linked to goals of your SIG grant, as well as one of the following areas: Leadership, Effective Instruction, or Interventions/Data.

Briefly describe what the school will plan to submit as an “Outcome Artifact” for SY 2018-2019 and how this will be aligned to your grant and the key area.

Computer literacy is a critical 21st century skill. With a scholar population that largely does not have access to computers at home, it is necessary that school 93 integrates technology into the curriculum and every day usage for every scholar. In 2017-2018, school 93 began the planning stages for training teachers in how to administer tests using computer modules, we intend to continue this process until every class is integrated. Our enhanced testing model allows teachers to conduct weekly, interim and other formative assessments. Once full integrated with technology, teachers will also be able to: 1) easily and efficiently administer weekly, interim and other formative assessments, 2) acquire accurate results on scholar performance, 3) improve teacher ability to quickly identify challenges, and adjust curriculum or classroom culture to meet the needs of scholars.

Our SY 2017-2018 artifact summarizes the key points of our testing model and outlines the types of assessments needed and their timelines (i.e., weekly, interim, etc.). School 93 developed an Assessment Administration and Grading manual to help guide teachers through the enhanced testing process through which they will capture comprehensive information on student performance. In the 2018-2019 school year, we will develop relevant handout and presentation materials to further train teachers online testing and technology integration.

Part 8: Budget SY 18-19

Instructions: The budget will be completed in a separate Excel workbook for SY 2018-2019, and must include any changes from the original budget submission. Once approved by IDOE, will serve as the operating budget for the duration of the school year, unless otherwise amended and approved by IDOE.

Part 8: 1003g SIG Budget SY 18-19

Complete the budget below:

| SY 2018-2019 | | 110 | 120 | 211-290 | 211-290 | 311-319 | 440 | 510-593 | 611-689 | 710-748 | 910 | |
|---------------------|---|--------|---------|----------|----------|-----------------------|---------|----------------|------------------|-------------|----------|---------------|
| Account | Expenditure Account | Salary | | Benefits | | Professional Services | Rentals | Other Purchase | General Supplies | Property | Transfer | Line Totals |
| | | Cert | Noncert | Cert | Non Cert | | | | | | | |
| 11000 | Instruction | | | | | \$ 116,384 | | | | \$ 9,920 | | \$ 126,304.00 |
| 21000 | Support Services - Student | | | | | \$ 121,250 | | | | | | \$ 121,250.00 |
| 22100 | Improvement of Instruction (Professional Development) | | | | | \$ 48,295 | | | | | | \$ 48,295.00 |
| 22900 | Other Support Services | | | | | \$ 86,451 | | | | | | \$ 86,451.00 |
| 25191 | Refund of Revenue | | | | | | | | | | | \$ - |
| 26000 | Operation & Maintenance | | | | | | | | | | | \$ - |
| 27000 | Transportation | | | | | | | | | | | \$ - |
| 33000 | Community Service Operations | | | | | | | | | | | \$ - |
| 60100 | Transfers (interfund) | | | | | | | | | | | \$ - |
| | Column Totals | \$ - | \$ - | \$ - | \$ - | \$ 372,380.00 | \$ - | \$ - | \$ - | \$ 9,920.00 | \$ - | \$ 382,300.00 |

Indirect Cost:

Subtract the amount above \$25,000 (per individual contracted service) from your total budget:

Total after deducting Property:

Total Available for Indirect Costs:

Amount of Indirect Cost to be used:

Grand Total After Indirect Cost:

Budget Narrative

DIRECTIONS: Provide a narrative below on how funding is allocated. E.g. Other Purchase Services: \$1,500-- PD for mentor teachers to attend New Tech training; \$4,000 --administration team attending NASTID conference

Supplies

Property: Equipment/ Technology

11000 - Instruction: Adaptive learning software licenses (Compass Learning and Dreambox Math) to personalize instruction in blended, small-group model - \$62/student x 400 students - 40% SIG allocation - SUBTOTAL: \$9,920

Professional Services

Other Purchase Services (travel, communication)

IMPORTANT NOTE: Because of the unique structure of the Innovation School, all staff at School #93 are employees of the Phalen Leadership Academies (PLA), with salary levels set by PLA. Therefore IPS cannot be responsible for paying the salaries, as that would violate the terms of the agreement. So IPS has assigned salaries to "Professional Services" to make the distinction clear. It should be noted that even though they are listed under professional services, they are in reality salaries for critical staff that are needed to deliver the intervention.

11000 - Instruction
(a) Extended instructional time stipends for Teachers (76 additional hours): 20 additional minutes of personalized, small-group instruction in math and reading over 180 days during the school year (60 hours subtotal) + special afterschool tutoring during testing season (2 sessions/wk, 1 hr/session, 8 weeks - 16 hours subtotal) - SUBTOTAL: \$66,134
(b) Individualized scholar data analysis and instructional support for teachers to customize instruction, provided by Data and Learning Coach at \$40,200 plus 25% benefits - SUBTOTAL: \$50,250

21000 - Support Services - Student
(a) Facilitates socio-emotional development of scholars, providing counseling, behavior management, coordinating wraparound services - Dean of Scholars at \$47,000 plus 25% benefits - SUBTOTAL: \$58,750
(b) Specialized, licensed behavioral specialist to provide support for traumatic stress and healthy emotional development - Behavioral Specialist at \$50,000 plus 25% benefits - SUBTOTAL: \$62,500

22100 - Professional Development
(a) Additional pre-service, 30 hours of additional intensive training - training stipends - SUBTOTAL: \$26,110
(b) Intensive PD rounds, drill-down on key topics such as data-driven instruction or classroom management (14 additional hours) - training stipends - SUBTOTAL: \$12,185
(c) Dedicated professional development and training program content development - Director of Training at \$80,000 plus 25% benefits; 10% allocated to SIG - SUBTOTAL: \$10,000

22900 - Other Support Services
(a) Rigorous talent recruitment and selection services provided to the school by PLA, Recruitment Manager's salary (\$45,000) plus 25% benefits; 20% allocated to SIG - SUBTOTAL: \$11,250
(b) Data evaluation and accountability (data system, student data analysis, classroom and site evaluation, monitoring visits, teacher evaluation, etc.); finance (budgeting, expenditure tracking, compliance, etc.) and fund development (fundraising, sustainability planning, grant reporting, etc.)

| SIG Staffing | | | | | | | |
|---|------------------|----------------------|------|--------------|-------------------|---------------------------|---|
| Instructions: Complete the SIG Staffing information below | | | | | | | |
| Staff Name | Staff Position | Cert/ Non-Certified. | FTE: | Stipend: Y/N | Split Funded: Y/N | Additional Funding Source | Position Description |
| Tara Elkins | Academic Teacher | Cert. | 1 | Y | Y | State/General Fund | Delivers academic instruction in ELA and Math; extended learning time stipend |
| Emily Slavens | Academic Teacher | Cert. | 1 | Y | Y | State/General Fund | Delivers academic instruction in ELA and Math; extended learning time stipend |
| Patsy Schanz | Academic Teacher | Cert. | 1 | Y | Y | State/General Fund | Delivers academic instruction in ELA and Math; extended learning time stipend |
| Dianne Flanagan | Academic Teacher | Cert. | 1 | Y | Y | State/General Fund | Delivers academic instruction in ELA and Math; extended learning time stipend |
| Brittany Connett | Academic Teacher | Cert. | 1 | Y | Y | State/General Fund | Delivers academic instruction in ELA and Math; extended learning time stipend |
| April Heslar | Academic Teacher | Cert. | 1 | Y | Y | State/General Fund | Delivers academic instruction in ELA and Math; extended learning time stipend |
| Sara Hasseld | Academic Teacher | Cert. | 1 | Y | Y | State/General Fund | Delivers academic instruction in ELA and Math; extended learning time stipend |
| Gale Reed | Academic Teacher | Cert. | 1 | Y | Y | State/General Fund | Delivers academic instruction in ELA and Math; extended learning time stipend |
| Megan Smith | Academic Teacher | Cert. | 1 | Y | Y | State/General Fund | Delivers academic instruction in ELA and Math; extended learning time stipend |

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| Mark Cassoday | Academic Teacher | Cert. | 1 | Y | Y | State/General Fund | Delivers academic instruction in ELA and Math; extended learning time stipend |
| Danielle Burns | Academic Teacher | Cert. | 1 | Y | Y | State/General Fund | Delivers academic instruction in ELA and Math; extended learning time stipend |
| Allison Morgan | Academic Teacher | Cert. | 1 | Y | Y | State/General Fund | Delivers academic instruction in ELA and Math; extended learning time stipend |
| Lindsey Freeman | Academic Teacher | Cert. | 1 | Y | Y | State/General Fund | Delivers academic instruction in ELA and Math; extended learning time stipend |
| Sherry Radford | Academic Teacher | Cert. | 1 | Y | Y | State/General Fund | Delivers academic instruction in ELA and Math; extended learning time stipend |
| Mary Ann Belch-Staten | Academic Teacher | Cert. | 1 | Y | Y | State/General Fund | Delivers academic instruction in ELA and Math; extended learning time stipend |
| Tonya Evans | Academic Teacher | Cert. | 1 | Y | Y | State/General Fund | Delivers academic instruction in ELA and Math; extended learning time stipend |
| Jackie Thompson | Academic Teacher | Cert. | 1 | Y | Y | State/General Fund | Delivers academic instruction in ELA and Math; extended learning time stipend |
| To be hired | Data and Learning Coach | Cert. | 1 | N | N | NA | See budget narrative |
| To be hired | Dean of Scholars | Cert. | 1 | N | N | NA | See budget narrative |
| To be hired | Behavior Specialist | Cert. | 1 | N | N | NA | See budget narrative |
| To be hired | Director of Training | Non-Cert. | 1 | N | Y | General Fund | See budget narrative |